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ABSTRACT

This paper offers techniques and strategies which high school and college teachers of speech communication can use for teaching units and/or courses in advertising. One such technique is role playing, which can involve the corporate chairperson, the executive coordinator, and chairpersons for magazine advertising, outdoor advertising, broadcast advertising, and direct mail. The paper also explores facets of advertising which instructors should cover, such as the application of principles of organization communication, technical aspects of advertising, evaluation of specific techniques, audiences, legal perspectives, the development of criteria for evaluation of advertising, and the formulation of recommendations for change. A bibliography of resources on the technical aspects of advertising is included. (JM)

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# STRATEGIES FOR TEACHING ADVERTISING: A SUMMARY

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This brief summary seeks to provide the secondary and college teacher of speech communication with techniques and strategies for teaching units and/or courses in advertising.

## ROLE-PLAYING

In order to become acquainted with the structure of the advertising agency and the complex dimensions of the decision-making process within an organization, speech communication instructors might request students to role-play an advertising agency whose purpose is to market a product or candidate. The instructor might then choose to assign the following roles to small groups of five or six students.

A. The Corporate Chairperson. This person should be elected by the class if the person is a class member. Or the role might be assumed by a teaching assistant or perhaps even the instructor. The primary function of the corporate chairperson is to award points for group performance. If the group effort is to be evaluated on the basis of the total success or failure of the group, each member of the group should earn the same number of points. The instructor or corporate chairperson might also have the function of awarding individuals for outstanding work or exceptional contributions to the group. The coordinator (explained below in B.) might also possess the power to award individual points for outstanding work or contributions to the group. Regardless of what orgainizational pattern is chose, the instructor should devise an evaluation system or present several alternative systems of evaluation to the class for consideration early in the term.

B. The Executive Coordinator. The second person ought also to be elected from among class members since the responsibilities involve the super-

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vision and coordination of all sub-chairpersons functioning in particular areas of advertising (outdoor, magazine, radio, TV, etc.).

C. Magazine Advertising Chairperson. This person designs an appropriate magazine advertisement and chooses in which publications the ad will appear. In private conference with the coordinator, the magazine chairperson decides how to convey the product or candidate image in print. This chairperson must be provided with resource material on the target audience, costs of running an ad, the advantages of color vs. black and white, etc. The chairperson ought also to be aware of how and where similar products are advertised in other magazines and publications. The coordinator of the group might thus decide to devote a portion of a class period to a presentation of like advertisements from other publications.

D. Outdoor Advertising Chairperson. This person must confer with the coordinator and the group about the most efficient and desirable form of outdoor advertising, whether it be in the form of rapid transit advertising, billboards, or bumper stickers. The outdoor advertising chairperson, who must possess some talent in graphics, must then prepare an appropriate model of the proposal for presentation to the group. The instructor must guide this chairperson to resources in the costs of advertising, for this person must be in a position to justify choices in size, color, and location to the rest of the group.

E. Broadcast Advertising Chairperson. This individual must coordinate the radio-television campaign for the new product or candidate. This chairperson must thus be made aware of resource materials on demographics, product/candidate images used in the past, and realistic advertising budgets. Possessed with information about effective past campaigns, this person must choose between alternatives such as radio

and television scripts, give-aways, news events, and celebrity endorsements.

F. Direct Mail Chairperson. This chairperson is responsible for preparing mailed advertisements for the new product or candidate. Coupons, free samples, and contests are only a few of the possible avenues open to the direct-mail chairperson.

G. Instructional Methods. An important aspect of the role-playing focuses on the problems of corporate communication. In most organizations, upward flow of communication between lower-echelon executives and the president is impeded by middle-echelon interference. To accurately simulate the implications of these restrictions, the instructor ought not to permit the various chairpersons to communicate with the Corporate Chairperson. The individual chairperson or "executive creators" ought to confer only with the coordinator who will then function as a liason with the corporate chairperson.

Because major promotional campaigns for products and candidates are very expensive, it is vital that their progress follow strict time-tables. Although use of a strict time-table usually results in compromised quality, students develop an insight into the pressures encountered by those who work in the media on a day-to-day basis. Students thus may come to ponder whether mass media quality is possible under stringent constraints of time and money.

The instructor ought to divide the class into groups early in the term. The instructor ought then to assign the group of five, six, or seven members with a product or candidate or suggest possible alternatives. If the second option is chosen, the group ought to spend a minimum of one class period in selecting a product and name so that potential strategies may be discussed and shared as early as possible.

With the executive coordinator having been appointed by the instructor or elected by each individual group, the group ought then to devise a strict schedule whereby information can be received from each executive creator/chairperson. If the coordinator feels it is necessary, each creator/chairperson might be allotted one class period to report the progress of their work and to share possible problems. During each of these individual's reports, the group ought to continually question whether all of the elements of the products/candidates campaign are consistent with one another and the proposed product/candidate image. The coordinator must then arrange to meet with the corporate chairperson to report results and share problems. Moreover, the coordinator must arrange to meet with individual creators/chairpersons outside of class for additional discussion and preparation.

After approximately six hours of in-class discussion and presentation of results, each individual group ought to be sufficiently prepared to present their product/candidate to the rest of the class. With each group assigned one full period for presentation, the class should possess ample time for discussion of the group's success and failures. The presentation can serve as a jumping-off point for discussion of such issues as the relative saleability of products, the role of advertising in creating rather than fulfilling consumer needs, and the advertiser's responsibilities for truthfulness.

Students benefit from such an exercise since they are compelled to consult resource material to solve a particular problem. Secondly, they are forced to consult with and solicit information from newspapers, magazines, radio and televisions stations concerning rates. Thirdly, the group provides situation in which decision-making and

group problem-solving skills can be exercised. Finally, the group provides the student with an insight into the workings of an advertising agency.

APPLICATION OF PRINCIPLES OF ORGANIZATION COMMUNICATION

The instructor can easily integrate a discussion of organizational communication theory into the ad agency simulation. To facilitate this process, the students ought to be acquainted with various communication models of both the marketing system and the advertising agency. . .

A. The Marketing System. In order to develop insight into the consumer's role in the marketing system, the instructor should encourage students to formulate models which diagram the communication flow between consumers marketing research (both external or internal to the agency) brand manager advertising agency marketing appeals (media) consumer. The model might also include the element of governmental influence in the form of the Federal Trade Commission (FTC), Federal Communications Commission (FCC), or Food and Drug Administration (FDA).

B. The Advertising Agency. As a prelude to the role-playing situation previously described or as a component of the process-analysis of the simulation, the instructor might acquaint students with alternative means by which an advertising agency might be organized. The instructor might focus on function, product, use, geographical area, or any combination of the focus. The model constructed by Wright, Warner and Winter[1] of a typical agency suggests alternative means for structuring a simulation. The authors describe the following functions:

1. President: The president has responsibility for:

   a. profit performance
   b. quality of output and personnel

c. business development

2. Review Board: This board is responsible for quality control, reviews, primary marketing, and advertising plans.

3. Creative Services: Writers and art directors coordinate their talents to develop, write, design, and produce advertising.

4. Production: Specializing in the execution of advertising, this group works closely with the creative staff, and participants in all decisions.

5. Client Services: Working closely with the advertiser, this group communicates the advertiser's needs to the agency and works in choosing and implementing an advertising strategy.

6. Marketing Services: Carrying out the dual tasks of media selection and sales promotion. This group both selects the media which will efficiently reach the target market and attempts to increase sales through premium offers, contests and promotions.

7. Other departments:

   a. administrative services
   b. accounting and financial services
   c. personnel department

C. Models of the Advertising Process: Focus on the Agency. In addition to the creation and evaluation of models of the advertising agency, the instructor should encourage students to develop models of the advertising process. The components of this process might include first the development of a new product. This includes:

1. opportunity analysis (growth forecasts, competitive offers, methods of sales, and distributions),

2. need analysis,

3. idea generation,

4. concept testing,

5. prototype testing, and

6. test marketing[2]

In general, students should be made aware through the use of model construction of the all-prevasive role of client and research involve-

ment. Moreover, they should be made aware of the role of legal monitering in the selection of an advertising strategy and in the execution of pre-testing phase of the total media plan. In general, through the use of models, students should possess the ability to see the advertising process through the stages of:

1. selection of strategy,
2. execution,
3. pre-testing,
4. media-review,
5. exposure,
6. post-testing, and
7. monitoring.

D. Models of the Advertising Process: Focus on the Consumer. Using models provided by other researchers as the basis,[3] the instructor can direct the student in the construction of models which diagram consumer behavior in both a repeat purchase situation and in reaction to a new product.

In constructing such a model, the instructor should make the student aware of both external and internal attitudes which might influence product decisions. These attitudes include the personal, intrapersonal, impersonal, and interpersonal[4]. In diagramming consumer behavior, the instructor might thus lead the student in his awareness of the components of

1. availability of information
2. exposure of information
3. search for information
4. short term and permanent memory

5. arousal
6. motives
7. comprehension of information
8. confidence in information
9. development of attitude toward the product
10. development of intention to buy
11. purchase of product
12. satisfaction with the product

TECHNICAL ASPECTS OF ADVERTISING

The instructor must guide students in their awareness of the visual aspects of advertising. Thus, a substantial portion of the course ought to be devoted to special techniques used in the production of television.

1. special techniques used in the production of television commercials,
2. visual techniques used in print advertising, including the interaction with the copy, and
3. special techniques such as music.

By using such industry-created sources as Impact Photography for Advertising and other sources listed in the annotated bibliography at the end of this paper, the student can learn the role of lenses (telephoto, zoom, wide-angle, close-up, fish-eye), lighting, make-up, color, editing, and animation in creating special effects, aesthetic effects, heightening interest, and creating emphasis.

While after providing background information through resource materials, the instructor ought to provide students with recording sheets through which they can both describe and evaluate the technical aspects of commercials on a regular basis. Once students have recorded a variety of prime-time commercials, they stand in a better position to execute a filmed commercial of their own should equipment and facilities be available to them. At any rate, the instructor either ought to make in-class

technical analysis of videotaped commercials a substantial unit in the course, or she should at least encourage students to perform a technical analysis of a well-known prime-time television commercial as a major project for the class.

If the instructor opts to make analysis of the technical aspects of advertising a substantial part of the course, she should definitely consider the role of music in facilitating the goals of creation and maintenance of attention, arousal of emotions, and assistance in learning.

EVALUATION OF SPECIFIC TECHNIQUES

A. Endorsements

The instructor might direct the student in an lysis of endorsements. Using Bauer's paradigm which incorporates Kelman's three types of attitude change, students can analyze the impact of the trust and competence components of source effect which ask the dual questions, "Does this person know what he is talking about? Should I believe him?" Students, moreover, can analyze the impact of likability and power in asking the questions, "What can he do for or to me?" and "Do I want to like him?"

B. Appeals

Traditionally, those who have created or implemented units on advertising have focused on appeals to shame, pity, or joy. Or, they have suggested that the students analyze the appeals according to Maslow's hierarchy of needs. Although such approaches are of value, the instructor should provide the student with a firm theoretical foundation on the

1. distinctions between impersonal attitudes, personal attitudes, and attitudes relating to self-concept,
2. rational and emotional appeals, and

3. "end-benefits" and "end-end benefits."

In general, the instructor can effectively lead the student to apply the communication categories of source, message, and receiver to advertising. Using a critique sheet to keep an on-going log of commercials, the student can first look at the variable of source as a celebrity, expert, or ordinary person. Secondly, the student may view the message both in terms of implied and actual claims. The students can pose questions about

1. needs,
2. motives, and
3. attitudes to which the advertiser is appealing.

This letter component of attitude may be further divided into

1. personal,
2. impersonal,
3. intrapersonal, and
4. interpersonal

Thirdly, the student can examine the variable of audience by first looking at

1. general audiences, and
2. special audiences, such as children and minorities.

Puffery

Recently, authors like Preston in The Great American Blow-up (University of Wisconsin Press, 1975) have given attention to the issue of puffery or exaggerated claims. Using perspectives such as those provided by Johanessen in The Ethics of Human Communication, the instructor can lead the student into an analysis of the extent to which such language violates the democratic, ontologican, dialogic, or utilitarian perspectives as outlined by Johanessen. Secondly, the instructor can use the tools

of language analysis to consider examples of puffery as well as examples of incomplete comparatives and qualifiers in advertising. For example, critics of advertising have noted that in situations in which comparatives or superlatives are used, the referent is either omitted or ambiguously described. Such ambiguity or omission clearly mitigates the consumer's ability to make an informed choice between alternatives.

Secondly, critics have questioned the use of qualifiers or verbal or visual phrases to which functions do modify or qualify the sales message. Critics have questioned whether or not the ambiguity of such qualifiers also works against informed choice. The instructor can lead the student into an awareness of the ethical and linguistic dimensions of all three techniques...

AUDIENCES

A. General Audiences. In considering the variable of audience, the instructor might want to devote a portion of the course to methods and processes of copy testing. For example, STARCH scores measure whether or not the advertisement is

1. noted by the reader,
2. advertised - associated by the reader, and
3. read most by the reader.

An individual advertisement's performance is then compared against

1. competing advertisement in the issue,
2. performance for the past two years of all ads in that category, and
3. highest and lowest ads in the issue. Philip Ward Burton's text, Which Ad Pulled Best? (Crain Books, 1971) provides both STARCH scores and sample ads in a student workbook and requests the student to provide a rationale for the STARCH scores. Although the instructor might effectively update Burton's basic approach with more contemporary examples, the method remains a positive way of presenting research techniques of advertising and communicating efficient interaction between picture and copy. After acquainting stu-

dents with basic research techniques, the instructor might encourage the more advanced student to engage in his own readership research or design new ads based on a synthesis of previous findings in a certain product category.

B. Specific Audiences. While providing students with information on the basics of audience research and readership surveys, the instructor ought not to ignore the impact of advertising on special audiences.

Armed with information from Action for Children's Television and the Council for Media, Merchandising, and Children (see attached bibliography), the instructor can use theoretical information on child development as a basis for determining the child's response to television advertising in terms of

1. perception of the truthfulness and completeness of advertising,
2. ability to discriminate between programs and commercials,
3. the effect of the commercial on the child's desire for the product or brand,
4. the effect of testimonials and endorsements,
5. the effect on the"consumer socialization" process,
6. the effect on family relationships, and
7. the efforts currently underway to change such practices.

In addition to focusing upon the effects of television advertising on children, the teacher ought also to lead the student to question the extent of stereotyping the poor, various ethnic minorities, and women in both print and television advertising.

LEGAL PERSPECTIVES

Finally, the instructor should include in a course a unit on the regulation and control of advertising. Abundant information exists on this topic.[5] However, given the constraints of time within a course, the instructor ought definitely to include information on

1. the extent of the powers of the FTC to control advertising,
2. the criteria by which the FTC determines the deceptiveness of advertising,
3. the options available to the FTC in correcting deceptive advertising, and
4. the procedure followed in an FTC litigation.

Armed with specific strategies such as those provided by Evelyn Kaye and Action for Children's Television in Family Guide to Children's Television (New York: Random House, 1974), the instructor ought to give special attention to consumer advocacy and involvement. If time, permits, the instructor might also devote a unit to mechanism of self-regulation available within the advertising industry. Such a unit might include the mention of Broadcast Standards Departments in individual networks, the National Association of Broadcasters, the Magazine Publishers Association, the Better Business Bureau, and the National Advertising Review Board.

DEVELOPMENT OF CRITERIA FOR EVALUATION OF ADVERTISING AND FORMULATION OF RECOMMENDATIONS FOR CHANGE.

Following the development of the previously outlined strategies, the instructor should first encourage students to develop a set of ethical, legal, and artistic/technical criteria which can be used in the evaluation of advertising. Secondly, the instructor should encourage students to formulate recommendations for change within the advertising industry.

In developing criteria for evaluation of advertising, the instructor could consider the following as standards for both print and television advertising:

A. Clarity and intelligibility pf the copy,
B. The extent to which the advertisement guarantees certain benefits; the appropriateness of the product in relating to

personal attitudes, self concept attitudes, and impersonal attitudes.

C. The completeness of information provided by the advertisement promotes informed choice.

D. The truthfulness of both implied and stated claims in the advertisement.

E. The appropriateness of advertising for a special audience, i.e., children.

After having formulated specific criteria, the student might outline specific recommendations relating to

A. truthfulness,

B. research,

C. special audiences, and

D. strategies for citizen involvement

In relation to special audiences, sample recommendations might consider

A. strict application of the evaluative criteria,

B. hours devoted to children's programming,

C. The creation of a period of programming free from all advertisements, and

D. A mechanism by which the broadcaster would make a clearer distinction between program and advertisement.

In relation to ethnic groups and minorities, recommendations might involve a widespread program to educate minorities in strategies of citizen advocacy.

With regard to truthfulness, recommendations could involve

A. more stringent requirements for substantiation of advertisements,

B. the continuation of corrective advertising, as well as

C. improvements in the structure and organization of the FTC.

Armed with background information concerning the various agencies, the student could formulate specific strategies to approach the FDA, FCC, and state and local governments.

Finally, in the area of research, students could formulate recommendations

relating to

A. the complex nature of motivation,

B. information needs of consumers,

C. the ability of the consumer to protect himself against deception, and

D. the effects of advertising on children.

Irregardless of the time available for creating a unit or course in advertising, the instructor ought to permit the student to view advertising from as wide a variety of perspectives as possible, whether that treatment involves the logal, ethical, technical or research dimensions of the field.

[1]John S. Wright, Daniel S. Warner, and Willis L. Winter, Jr. Advertising (New York: McGraw-Hill, 1971), p. 172.

[2]Marketing Testing Consumer Products: Experiences in Marketing Management, No. 12 (New York: The Conference Board, 1967), pp. 30-31, 44-59. Harper W. Boyd, Jr. and Sidney J. Levy, "New Dimensions in Consumer Analysis," Harvard Business Review, Vol. 41 (November-December, 1963) pp. 129-140. Volney J. Steffire, New Products and New Enterprises: A Report on an Experiment in Applied Social Science, Laguna Beach, California, 1971: Steffire Associates; John J. Whestley, ed., Measuring Advertising Effectiveness: Selected Readings (Homewood, Illinois, Richard D. Irwin, 1969); Shirley Young, "Copy Testing Without Magic Numbers," Journal of Advertising Research Vol. 12, No. 1 (February, 1972), pp. 3-12; Lewis C. Winters and Wallace E. Wallace, "On Operant Conditioning Techniques," Journal of Advertising Research, Vol. 10, No. 5 (October, 1970), pp. 39-45; J. Douglas McConnell, "Do Media Vary in Effectiveness?" Journal of Advertising Research, Vol. 10, No. 3 (October, 1970), pp. 19-22.

[3]David T. Kollat, Roger D. Blackwell, and James F. Engel, eds., Research in Consumer Behavior (New York: Holt, Rinehart, and Winston, 1970) p. 4. John A. Howard, Marketing Management, Analysis and Planning, rev. ed. (Homewood, Ill,: Richard D. Irwin, 1963), Ch. 3-4; Philip Kotler, Marketing Management: Analysis Planning and Control (Englewood Cliffs, N.J.: Prentice-Hall, 1972), p. 123; James T. Engel, David T. Kollat, and Roger D. Blackwell, Consumer Behavior (New York: Holt, Rinehart, and Winston, 1968); Francesco Nicosia, Consumer Decision Processes (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1966); John A. Howard and Jagdish N. Sheth, The Theory of Buyer Behavior (New York: John Wiley and Sons, 1969); John U. Farley and L. Winston Ring, "A Empirical Test of the Howard-Sheth Model of Buyer Behavior," Journal of Marketing Research (November, 1970), pp. 427-38.

[4]Raymond A. Bauer, "Source Effect and Personality: A New Look," in Risk Taking and Information Handling in Consumer Behavior, ed. Donald F. Cox (Boston: Division of Research, 1967), pp. 559-578.

[5]See especially Philip A. Garon, ed. Advertising Law Anthology (Washington, D.C.: International Library, M.C., 1975). See also the article by Patricia Goss in The Free Speech Yearbook (New York: Speech Communication Association, 1975), and Ivan L. Preston, The Great American Blow-up (Madison, Wisconsin, University of Wisconsin Press, 1975).

BIBLIOGRAPHY OF RESOURCES ON THE TECHNICAL ASPECTS OF ADVERTISING

The folowing resources are available from Crain Books, 740 Rush Street, Chicago, Illinois, 60611

Publication Design: A Guide to Page Layout, Typography, Format, and Style by Allen Hurlburt Order number RHV 181 $16.95

Although quite expensive, this text serves as a resource for magazine designers working in the field. It points out the basics of page design, illustration, format, and style as well as sections on color theory applied to magazine design and various methods of printing and binding.

Trade Marks and Symbols Volume One: Alphabetical Designs; Volume Two: Symbolic Designs by Yasaburo Kuwayama
Vol. One: Order Number RNV 179 $9.95
Vol. Two: Order Number RNV 180 $9.95

This text provides a guide to more than 1,500 trademarks and symbols from throughout the world. Volume one covers the variety and roles of trademarks and symbols: the history, formative components, and transformation of trademarks, and an analysis of each letter as a graphic symbol. Volume two covers trademarks' change with the times: the similarity between trademarks, symbol and logo design competitions.

Graphic Design: Problems, Methods, and Solutions by Jerry Karo
Order number: RNV 176 $9.95

This text presents illustrated examples of American and European graphics which have successfully solved original design problems. Dividing these carefully selected case studies into separate categories, the author identifies the difficulty posed by each example and explains why a particular solution was chosen by the designer.

Encyclopedia of Comparative Letterforms by Norman S. Weinberger
Order number: DA 175 $19.50

Every designer who would search for a logo or trademark would need this book. Contained in this text is practically every kind of letterform for each letter of the alphabet.

Photgraphis '75 Edited by Walter Herdeg
Order number:HH 160 $37.50

This 10th annual anniversary edition of the International Annual of Advertising Editorial and Television is divided into ten sections: advertisements, booklets, calendars, packaging, record covers, film-TV, editorial, magazine covers, book covers, annual reports.

The Fairburn System
Order number: SP 161 $125.00

Although this text is obviously too expensive for the average library, it would give students an insight into the references available to illustrators. The text presents photographs of over two thousand males, over two thousand females, and over two thou-

sand situations and hands. Book One contains models semi-nude and clothed, standing, running, jumping, leaning, pushing, even staggering. Book Two contains models leaping, stretching, bending, dressing, and undressing. Book three contains models dancing, driving, sleep, plus over one thousand tricky hand shots from sewing to shuffling cards.

Creativity Four: A Worldwide Photographic Review

Order number: DA 162 and DA 163
$19.50 each

Each text contains over one thousand illustrations including print, TV photography, posters, packaging, television commercials, typography, annual reports, logotypes, and trend setting reports.

Artist's Market

Order number DW 166 $8.95

This text serves as a resource and "job-market" guide for the artist. It contains over two thousands sources to which the artist can go with his illustrations, fine art, photographs, drafts, cartoons, and designs. This annual gives the names, addresses, and full descriptions of requirements. It would certainly give the student an insight into the real-life world of the advertising artist.

Production for the Graphic Designer by James Craig

Order number GW 151 $18.50

This text explains the production of printed matter--composition, printing, paper, inks, color binding, mechanicals--and covers all the basics necessary to produce a printed piece.

Instant Art for Mail Order Operators

Order number: JL 148 $15.00

This text contains over 300 separate art and typography camera-ready repro proofs. The text contains art fair business reply envelopes, standard reply envelopes, bulk rate permits, mailing labels, guarantees borders, order forms, and envelope teasers.

Advertising Production Planning and Copy Preparation for Offset Printing by H.C. Latimer

Order number: DA 158 $9.50

This text contains straight, practical answers to tough problems, It covers every phase of preparing camera-ready copy for the offset printer, including examples of copy in paste-up form, composition methods, and economics.

The 1975 "One Show" Art Directors Annual

Order number: GW 106 $25.00

Very much like Graphis 1975 this text contains art from the New York Art Directors Club and the Copy Club of New York. The categoeies include print, radio, TV commercials, editorial covers, sales promotions, design, art, photography.

Graphic Design by Milton Glaser

Order number OV 124 $30.00

How to Prepare a Production Budget for Film and Videotape by Sylvia Allen Order number: BT 125 $12.95

This text determines the finances needed for any videotape or film production, from TV commercials to feature length films. It instructs the reader on how to estimate costs, from location expenses, camera, and accessories, sound equipment, and personnel.

THE PRINT CASEBOOKS

This collection of texts contains the best from advertising campaigns covers, annual reports, packaging, posters, and environmental graphics. Moreover, it contains in-depth case histories and full color illustrations of visual communications.

The Best in Advertising Campaigns

Order number GW 185

This text contains case studies of 30 print, TV, and print/TV combinations campaigns that set new standards of visual excellence in fusing both design and message.

The Best in Covers

Order number GW 187

The text contains memorable book, magazine covers, and record albums with a detailed text to accompany the illustrations.

The Best in Annual Reports

Order number GW 188

This book contains case studies of the twenty-five top annual reports.

The Best in Packaging

Order number GW 189

This book contains the success stories of packages, including marketing documentation and vivid illustrations.

The Best in Posters

Order number GW 190

The Best in Environmental Graphics

Order number GW 191

This text contains twenty graphic information programs for transit systems,hospitals, schools, and business centers.

SUPPLEMENTARY TEXTBOOKS ON ADVERTISING

The texts listed below are also available from Crain Communications. They are listed here since they were created by people intimately involved in the industry. They are relevant, practical, and realistic unlike many academic texts found in library and used in marketing and

advertising courses.

How to Plan and Develop New Products That Sell by James A.R. Stauff
Order number: DC 185 $43.50

This gives the student valuable information on how to develop new saleable products, tape new markets, and activate existing ones while accelerating sales and profits. It additionally gives valuable information on the practicalities of test marketing products. Especially important are the case histories from top companies.

Radio Advertising: How to Sell It and Write It by Sol Robinson
Order number: BT 136 $12.95

This text disucsses the importance of local time sales, selling the newspaper-oriented advertiser, promotional material, schedules and contracts, audience listening habits, the importance of radio advertising copy, local revenue sources, and how to sell to the local advertiser.

Advertising Cost Control Handbook by Ovid Riso
Order number: RV 119 $17.95

This book gives important information on how to plug financial leaks that weaken and even destroy advertising campaigns. The text covers both budget problems and final evaluation of results as well as cost problems like inadequate planning, poor production decisions, bad buying policies, etc.

The Businessman's Guide to Advertising and Sales Promotion by Herschell Lewis
Order number: HM 123 $6.95

This text was written especially for the person in business who must prepare advertising copy without an advertising agency. This basically "how to" book looks at budgets, cost control, media selection, production problems.